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ABSTRACT

Career Exploration Groups were developed to meet the growing need of helping students make decisions about careers. The groups meet four times for 2-hour sessions. During the first session vocational biographies or introductions are presented by each group member. The second session is devoted to value clarification and decision-making. During the third session the facilitators interpret personality and interest inventories which the members have taken, and also explore career information which has been gathered for each member individually. The Fantasy Trip is taken the last session. The last task of the Career Exploration Group is a wrapup discussion of what has transpired. The handbook discusses each session in detail and provides copies of handout information. Included also is a bibliography of suggested resource material. (Author)

ED 094501

# CAREER EXPLORATION GROUP HANDBOOK

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UNIVERSITY OF MISSOURI
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CG 009 109

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# Career Exploration

What is a vocational and career exploration group? To begin with, it is a group of people with something in common -- a personal concern about what they are going to do career wise the rest of their lives. It is a group of people helping each other sort through their feelings about themselves and about the world of work. When you stop to consider how much of our lives we tie in with our work and preparing for it, time spent in vocational exploration is a worthwhile investment.

We've noticed certain jobs seem to attract people with similar personal interests, needs and values. Most teachers, for example, are more people oriented than thing oriented. So the first thing we do in our vocational groups is study ourselves -- get a better idea of who we are -- our interests, aspirations, needs, personal assets and liabilities.

Secondly, there is the world of work. Most of us are rather limited in our knowledge of occupations -- we know little more that what our father, mother, relatives or friends do and what their job requires. We're trapped in occupational stereotypes with little knowledge of the numerous kinds and types of jobs available. We want to explore the world of work, find where the information about jobs is, and learn how to use it.

Third, we need some decision-making skills and strategies. How do we use what we learn about ourselves and the world of work? When do we begin to narrow down our choices, or even make a choice, and still be flexible enough to utilize new inputs and ideas in our choice process?

We will spend time talking about your interests. In the past we've discussed things like the career problems and patterns of women -- should they work and marry? mary, raise a family, and then work? or, work and not raise a family? How does this affect the husband's position? Indecision about a career choice, and the feelings that accompany indecision and how to handle them is also a stumbling block.

We like to stress the idea of development. We develop and grow vocationally. Have you noticed how more and more people are shifting in and out of occupations rather freely? Some are changing careers after 35 and others are seeking retraining as they continue to develop both personally and occupationally.

We will utilize some take-home projects to help you, and you may need to take a vocational inventory if you have not done so. We feel the time we spend in vocational exploration is a worthwhile investment of your time and ours. We hope we can work with you in your career exploration.

## CAREER EXPLORATION GROUPS

Before the first session each of the members takes a personality inventory and an occupational interest inventory (generally the 16 PF and the Strong Vocational Interest Blank). They also indicate several areas of career interest on the Career Information Center's Search Form (See page 8 ), and fill out a personal information sheet (See page 9).

Session I:

MODELING VOCATIONAL HISTORIES: This part of the experience consists of the group leaders modeling their own vocational histories, with each of the students then modeling his individual vocational history up to this point in his life. In modeling their vocational histories the leaders indicate their educational histories, eg. types of schools and major(s), part-time or full time jobs, reasons for the decisions that have been made (if possible) and avocational interests.

Session II:

A. VALUES - COAT OF ARMS: The Coat of Arms exercise is used to assist the students in focusing on the area of values and how they relate to one's entire life career development. The completion of the Coat of Arms is followed by the processing of each student's Coat of Arms. The upper left hand cell is discussed by each student, then the upper right hand cell, etc. This allows each student to view his values in relation to the other

group members. See the Value Shield on page . Other suggestions for Value Statements include: 1) One thing others can do to make you happy, 2) What is something about which you would never budge, 3) What is something you are striving to become.

B. CAREER DECISION MAKING RANKING SHEET: The use of the ranking sheet serves at least two purposes. First it requires the individual to assess what priorities he or she feels are important in making a career decision. Secondly, it enables the student to discuss first with the other dyad member and later in the group what his decision making priorities are and why. (See page11)

C. DECISION MAKING DISCUSSION: The decision making discussion is used to help students process the various phases that may constitute a decision making process. It is explained that there are at least four concepts (self, work, leisure, and resources) that are important to consider in making career choices. Gelatt, Varenhorst and Carey have prepared Deciding: A Leaders Guide which has a great deal to offer in this area. CEEB also published Decisions and Outcomes, which is designed for college age and older adults. The discussions have been facilitated by the use of these materials, specifically in the areas of alternatives, and other types of decision making strategies. (See pages 12-14)

Session III:

A. INTEGRATIVE DISCUSSION AND REFLECTION ON THE LAST SESSION: This discussion permits the students to react to their thoughts since the last session. It also allows the group to re-focus on

where they were with regard to choices and decisions they may be in the process of making.

B. SELF AWARENESS: This segment consists of additional group reaction to each individual's awareness of their interests, aptitudes, abilities and values. The personality and interests inventories are interpreted to the group members at this time. Generally, this is done by dividing the group and discussing the test results in the smaller groups. Sometimes the members may want to discuss their results further in an individual session. This self awareness is then related to future educational and career decisions of each student aided by each member having their individualized Career Information Center Search and spending the remainder of the group session in the Career Information Center exploring the career literature. (See pages 15-19) for a copy of the Search Information)

Session IV:

A. FANTASY TRIP: The fantasy is begun with a relaxation exercise (for example, Jacobson (1938), Wolpe and Lazarus (1966)) or by asking the members to imagine themselves in a relaxing place such as a warm beach, or a quiet mountainside, etc. Generally, if it is possible, it is suggested that the members of the group lie down and close their eyes in attempt to relax their bodies as completely as possible.

SETTING

It is six years from now. (pause) you are waking up in the morning and getting ready for work. (pause) You get up and get dressed for work. (pause) You eat breakfast. Who is there? (pause) You leave and go to work.

WORK

Do you go by car. What kind is it? Or do you use another kind of transportation? You are now at work. Where are you: an office?, a school?, outside? Are you supervising others? Who are they? Who is your boss? (pause)

NOON

It is time for lunch. What do you do for lunch? Go out, bag lunch or what? Do you eat alone? (pause)

AFTERNOON

You are back after lunch, are you doing the same sort of things you did this morning? Do you work alone? If not, what are your fellow workers like? Are they men? Are they women? Are they intense? Are they relaxed? Do you like being with them?

HOME

It is time to go home. What time is it? You are home. What is your home like? (pause) When you open the door who is there? (pause) After eating you have some time in the evening. What do you do? (pause) It is now time

to go to bed. You will be going to work tomorrow. Do you look forward to it? (pause)

END

We are now done with the fantasy trip. Open your eyes and let's talk about your experience.

At this point a discussion occurs. Group members are asked to talk about their fantasies. When talking about their fantasies, they are often enthusiastic, intrigued and surprised by the results.

Crucial to the success of this technique is the content of the fantasy. In our judgment, life style elements, important for a career choice, are elicited more often and more clearly in the guided fantasy trip than with many direct vocational counseling techniques.

At times, the guided fantasy results confirm the client's expressed vocational choice. One member of a recent career exploration group was an 18 year old woman. She had come to the group with a career goal in mind which she wanted to test out. The fantasy experience helped to reinforce this expressed goal. At other times, the results are incongruent with earlier expressed choices. A 36 year old woman, recently returned to school, was a member of a career exploration group. After the fantasy trip experience, she was quite surprised by her fantasy. Important life style concerns such as occupation, place of residence, working conditions, and hobbies are all quite different then those verbalized in earlier sessions.

Questions concerning Career Exploration Groups may be sent to:

Dick Nelson or Nancy Garfield
Counseling Services
Parker Hall
University of Missouri
Columbia, Missouri 65201

B. CONCLUSION: The last tasks of the career exploration group generally include a wrap-up discussion of what has transpired, as sharing of their reactions to the group process and a discussion of any closure that may have been reached at that time. They are also requested to complete a brief rating form. (See pages 20, 21)

# Making Plans For Your Future?

## The Career Information Center Can Help!

The Career Information Center OFFERS YOU

Current, accurate INFORMATION on thousands of career possibilities—educational requirements, job and advancement opportunities, salary schedules, etc.

TRAINED CAREER COUNSELORS

RESOURCE MATERIALS on undergrad majors at MU and a group of RESOURCE PEOPLE who are happy to talk with students about career opportunities in their field

VOCATIONAL EXPLORATION GROUPS in which you can meet with a small group of students and help each other clarify career plans

EDUCATIONAL INFORMATION - directories on all types of schools and training programs

VOCATIONAL INTEREST INVENTORIES

If you would like to EXPLORE OPPORTUNITIES in a particular career. . . . . .

indicate the career(s) you are thinking about and give the CIC staff ten days to pull together a packet of materials concerning job opportunities, projected outlook and the name of a local resource person you may contact.

PLEASE CONTACT ME WITHIN TEN DAYS WITH INFORMATION ABOUT A CAREER IN

_____

Name:_____ Class:_____

Address:_____ Phone:_____

DATE_____

VOCATIONAL GROUP INFORMATION SHEET

NAME_____ PHONE #_____ AGE_____

ADDRESS_____ SINGLE___ MARRIED___

PERMANENT MAILING ADDRESS_____

FR.___ SOPH.___ JR.___ SR.___ GR.___ NON STUDENT___ MAJOR_____

HOW DID YOU FIND OUT ABOUT THE GROUP_____

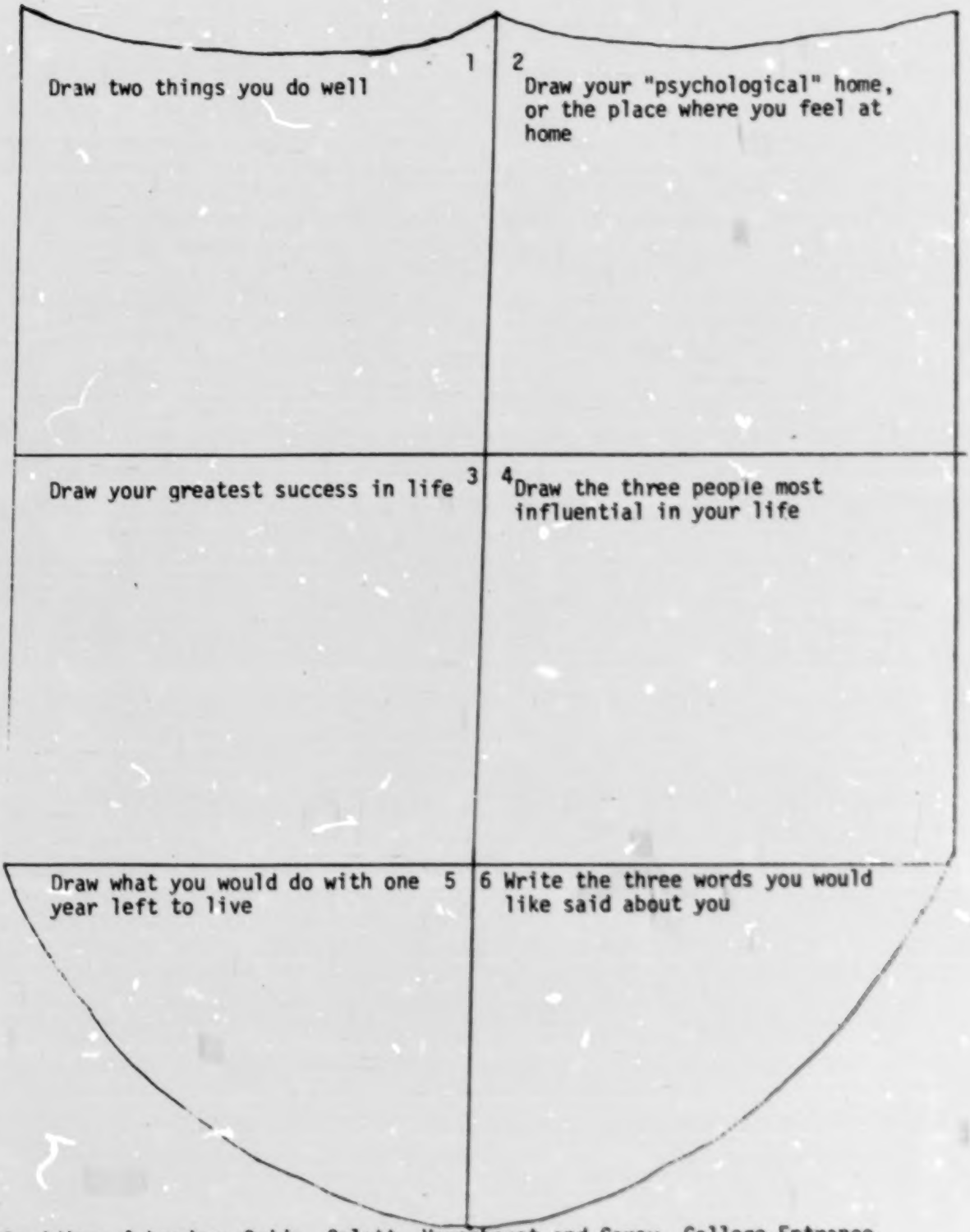
_____

FATHER'S OCCUPATION_____ AGE_____

MOTHER'S OCCUPATION_____ AGE_____

| BROTHERS' and SISTERS' FIRST NAME | AGE | OCCUPATION |
|---|---|---|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

Without a concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."


1
Draw two things you do well
2
Draw your "psychological" home, or the place where you feel at home
3
Draw your greatest success in life
4
Draw the three people most influential in your life
5
Draw what you would do with one year left to live
6
Write the three words you would like said about you

*Deciding: A Leaders Guide, Gelatt, Varenhorst and Carey, College Entrance Examination Board, New York, 1972

CAREER DECISION MAKING
RANKING SHEET

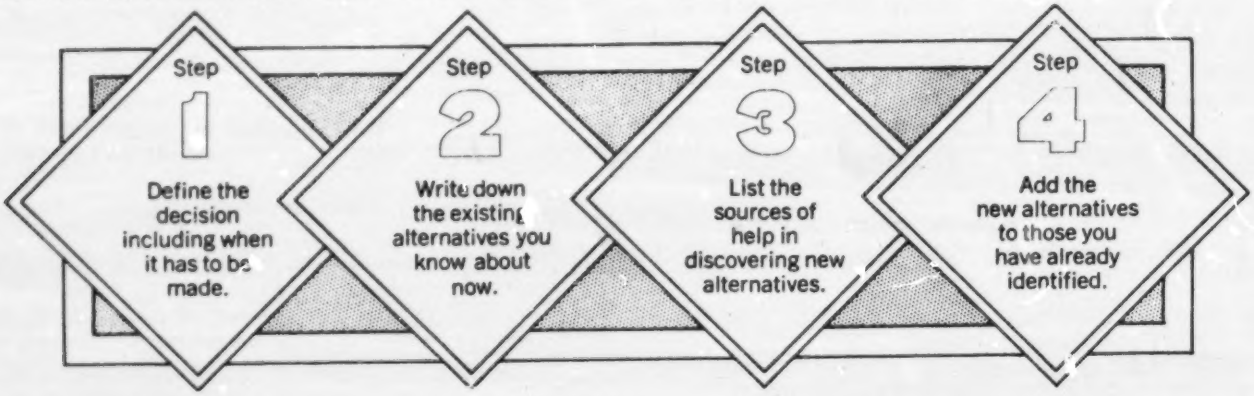
INSTRUCTIONS:

You have been chosen to identify the most important influences in the future career success of students. There is much discrepancy as to what the most important influences are. Below is a list of items that could be determining factors. Rank the items from 1-13 in the order of importance to you. Do your own personal ranking first, numbering the most important item 1 and the least important item 13. After each person has reached an individual consensus, then the dyad must reach a consensus on all 13 items.

| MY RANKING | | DYAD RANKING |
|---|---|---|
| _____ | Leadership ability | _____ |
| _____ | Education | _____ |
| _____ | The way one feels about himself | _____ |
| _____ | Influence of Friends | _____ |
| _____ | Career Identification with another person | _____ |
| _____ | Parents values and influences | _____ |
| _____ | Ability to work with others | _____ |
| _____ | Desire for status and money | _____ |
| _____ | Occupational information | _____ |
| _____ | Motivation | _____ |
| _____ | Reliability | _____ |
| _____ | Interests | _____ |
| _____ | Luck | _____ |

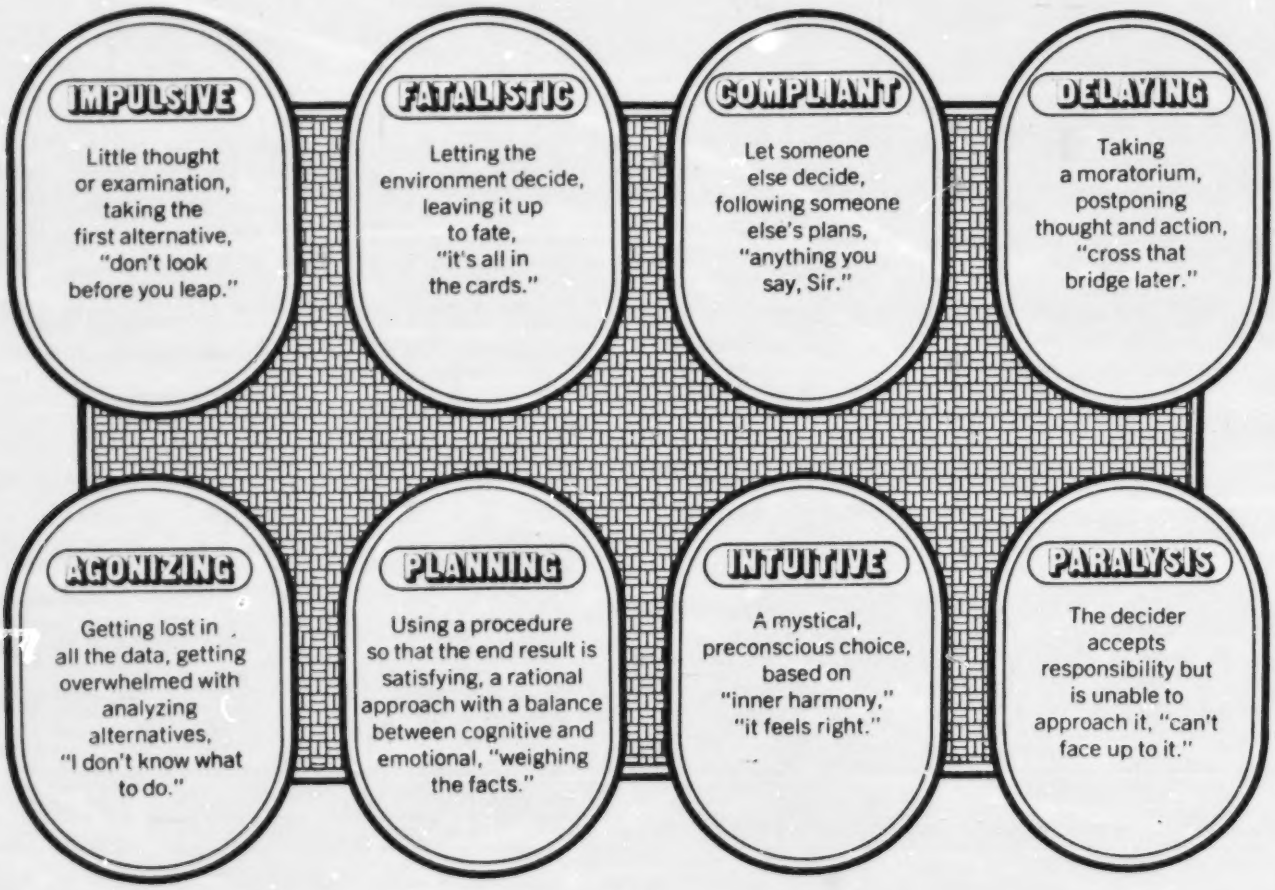
## Do You Know All the Alternatives?

A simple way to make sure you know the alternatives at a decision point is to follow the four steps below.


Step 1
Define the decision including when it has to be made.
Step 2
Write down the existing alternatives you know about now.
Step 3
List the sources of help in discovering new alternatives.
Step 4
Add the new alternatives to those you have already identified.

## Other Types of Decision-Making Strategies

A strategy is not good or bad or right or wrong in itself. Different strategies are used at different times for different situations by different people. One study of high school students found the following types of personal decision-making strategies most commonly used.


IMPULSIVE
Little thought or examination, taking the first alternative, "don't look before you leap."
FATALISTIC
Letting the environment decide, leaving it up to fate, "it's all in the cards."
COMPLIANT
Let someone else decide, following someone else's plans, "anything you say, Sir."
DELAYING
Taking a moratorium, postponing thought and action, "cross that bridge later."
AGONIZING
Getting lost in all the data, getting overwhelmed with analyzing alternatives, "I don't know what to do."
PLANNING
Using a procedure so that the end result is satisfying, a rational approach with a balance between cognitive and emotional, "weighing the facts."
INTUITIVE
A mystical, preconscious choice, based on "inner harmony," "it feels right."
PARALYSIS
The decider accepts responsibility but is unable to approach it, "can't face up to it."

## Identifying Alternatives

When a decision needs to be made, you are at a "decision point." To help you make a decision that is right for you, you should ask yourself what paths or alternatives are available to you.

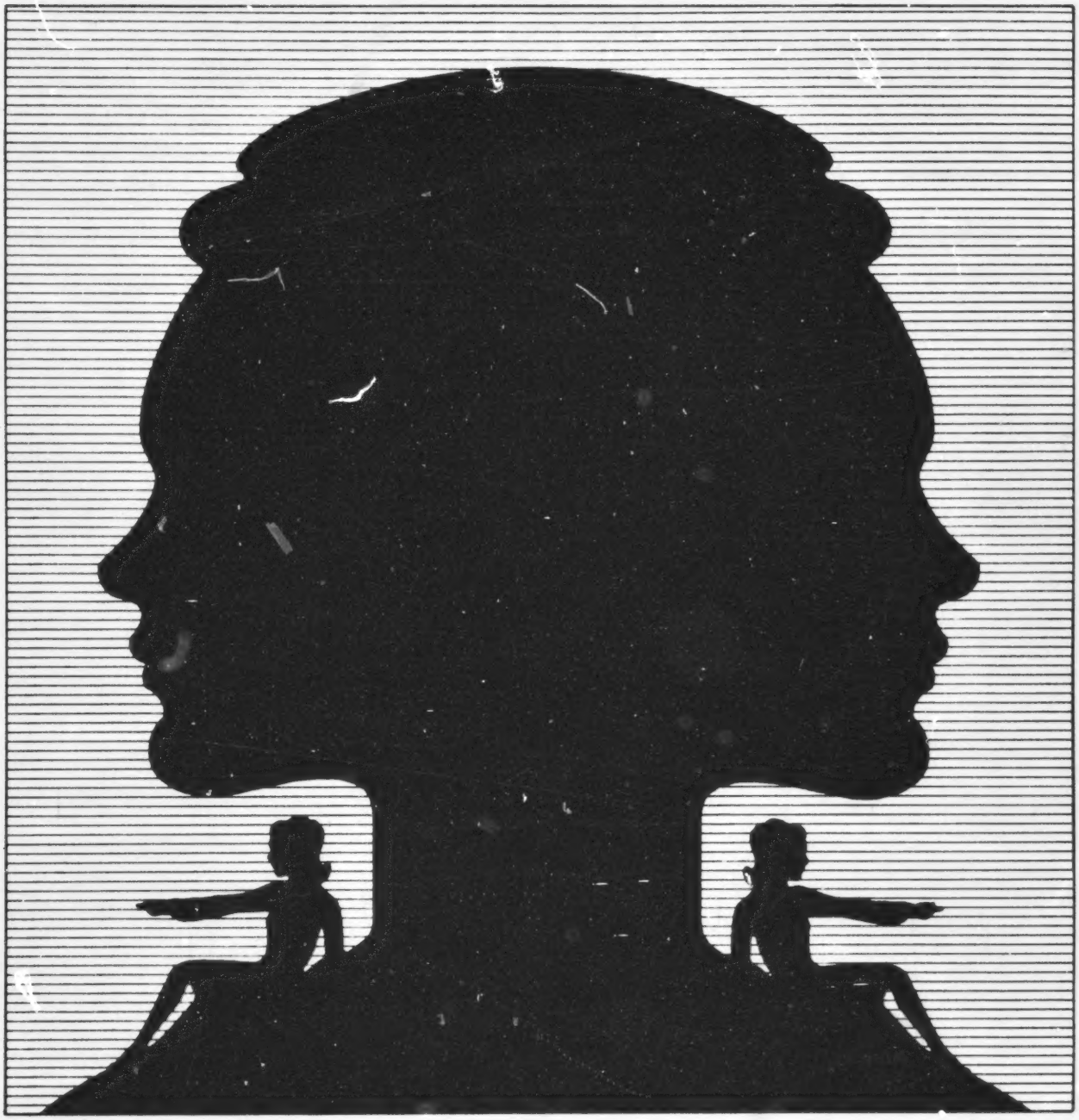
Alternatives are the choices that can be made at a decision point; without alternatives there can be no decision. The two kinds of alternatives are:

1. Known existing alternatives—alternatives which already exist and which the *decision-maker knows about*.

2. Unknown alternatives—alternatives which exist or can be created but of which the decision-maker is unaware.

At a decision point, a decision-maker often faces a situation with roads or paths or alternatives that lead off in many directions. For instance, when you look at a road map, you usually have several choices. You must study your map carefully and seek information that will help you to decide which way is the best one for you. Whether you can make decisions that you are satisfied with depends on things like how good you are at obtaining information and using it to identify and select alternatives.

Can you think of any decision in which there are no alternatives?



## The Story of Missed Critical Decisions

Mary is now 21 years old. She is out of a job, not going to school, and living with her parents. Looking at her ill-fitting cotton dress, sandals, and long, stringy hair, you would not know that she is very bright, creative, and talented. Nor would you know that both her parents are college graduates working at a university. Mary doesn't know what to do, and she does want to do something. She is not a hippie, a drug-user, or a dropout from society. She wants to be part of a future and the world around her.

Mary is a girl who did not graduate from high school; she made straight A's in junior high school and D's and F's in the tenth grade. There was a brief flurry in the junior year when her grades improved. Although frequently absent, she did good work when she was in class. When she stayed home, she read or painted. Her knowledge was great, and her paintings were excellent. But falling behind in her assignments in her senior year, she dropped out when she turned 18 in March of that year.

Her home life was chaotic. There were fights with her parents about grades and going to college. They didn't care what she did socially, or whether she stayed out late. They did care about grades. She was eager to be on her own.

The following September she entered junior college on petition. She left within two months to follow a boy she had met the previous summer. She worked in an office doing filing. She quit this job and worked at the post office until she had earned enough money to quit that job. Then she got an apartment in a nearby city and studied Yoga. Tiring of it, she returned to junior college again, this time to study interior decorating. She hated the routine assignments and quit, even though she was making good grades.

Mary dated sometimes during these years, but never was interested in any of the boys. She was frequently depressed, really wanting to be part of an academic world that would stimulate her. She loved to learn. She wanted to be needed.

Pick out the decisions Mary made that turned out to be important ones for her. List them in rank order of importance and say why you feel they were critical.

| Decisions | Why critical |
|---|---|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Now, what advice would you give to Mary, if she came to you asking for help?

Research no. _____ Researched by _____

## CAREER SEARCH BRIEF

Information Requested _____

Occupational Information ____
Educational Information ____
Other ____

Realistic
Investigative
Artistic
Social
Enterprising
Conventional

_____
Holland Code

Description of Sources:

(1) Occupational Outlook Handbook: pages _____

This comprehensive government reference book reports on more than 500 occupations. Each report describes employment trends and outlook, the training and qualifications required and earnings and work conditions.

(2) Encyclopedia of Careers: Vol. I _____
Also gives information on over 800 occupations along with analysis of occupations by industry (2 volumes). Vol. II _____

(3) Career Information Files Classified Under _____
1st Holland Code

Occupational information provided by national organizations, professional associations and state and national governmental agencies.

(4) Other Sources:

(a) Federal Career Guide _____
(b) Guide to College Majors _____
(c) Barrons Handbook of Transfer Information _____
(d) Comparative Guide to American Colleges _____
(e) Comparative Guide to Two year Colleges and Four years Specialized Schools _____
(f) New York Times Guide to College Selection _____
(g) Guide to American Graduate Schools _____
(h) Lovejoy's Career and Vocational School Guide _____
(i) Vocational-Technical Schools in Missouri _____

(j) Apprenticeship Opportunities _____
(k) Health Careers Guidebook _____
(l) Missouri Employment Outlook _____
(m) College Placement Annual _____
(n) Counselor Reference to Academic Programs (Sample Programs) _____

(o) Other Reference Materials: _____

_____

_____

(5) A Guide to Undergraduate Majors offered at the University of Missouri - a quick comprehensive reference providing an overview of University of Missouri college majors including information on the departmental office, typical job titles, and a faculty member who has indicated a willingness to talk with students about the field.

page no. _____

Campus Resource Person _____

Office Number _____

_____

_____

(6) Related Fields: _____

_____

_____

_____

(7) Other Possible Sources of Help: _____

_____

_____

_____

University of Missouri - Columbia

220 Parker Hall
Columbia, Mo. 65201

UNIVERSITY TESTING AND COUNSELING SERVICE
Career Information Center

Telephone
314-882-6601

To:

Re: Career Information Request

_____ #_____

_____ #_____

The Career Information Center has researched the information you requested. This is a note to invite you to look over the available materials we have at 220 Parker Hall.

If you would like to talk to me personally, my hours are listed below. These times are really the best for you since I did the research for your particular inquiry. However, if you cannot come in during these hours, feel free to drop into the CIC anytime between 9 and 4 and someone will show you the information.

If you have any questions please feel free to call me at the Career Information Center(882-6601). Please bring this letter with you when you come. Hope to see you soon.

Sincerely,

CAREER INFORMATION CENTER

DATA SHEET

Name _____

Student # _____

(1) My present career choice is: _____

_____

(2) If I could not have my first choice I would select the following occupation: _____

_____

(3) I am ____ (1) quite certain of my first choice

____ (2) fairly certain

____ (3) uncertain

(Please check most appropriate response)

(4) I am ____ (1) quite satisfied with this choice.

____ (2) fairly satisfied

____ (3) unsatisfied

(Please check most appropriate response)

(5) When did you make this choice? _____

_____

(6) What special role would you like to play within your present occupational choice? (Mark one)

_____ Being a practicioner of my occupation

_____ Training or teaching others about my occupation

_____ Leading or supervising people

_____ Doing research in my field

_____ Acting as a consultant or expert to others

_____ Undecided

_____ Other role: _____

(7) What is your father's occupation? _____

What is your mother's occupation? _____

(8) The Career Information Center is very interested in helping people find satisfaction in their occupational choice. We would appreciate any feedback which might help us evaluate our services and better meet the needs of the students. If possible, could you relate to us how you became acquainted with the Career Information Center and other reactions you might have concerning the Counseling Services. We also would appreciate you assistance in the future. So we can contact you later, please indicate your permanent mailing address.

Comments: _____

_____

_____

Permanent mailing address: _____

_____

EVALUATION SHEET FOR VOCATIONAL GROWTH GROUPS

1. Please rate the following by circling your choice.

| A. | Enjoyable | | | | Boring |
|---|---|---|---|---|---|
| Modeling of Vocational Histories | 1 | 2 | 3 | 4 | 5 |
| Value Clarification Shield | 1 | 2 | 3 | 4 | 5 |
| Career Decision Making Ranking Sheet | 1 | 2 | 3 | 4 | 5 |
| 16 PF (Personality Inventory) | 1 | 2 | 3 | 4 | 5 |
| Strong Vocational Interest Blank | 1 | 2 | 3 | 4 | 5 |
| Career Information Center Search | 1 | 2 | 3 | 4 | 5 |
| Fantasy Trip | 1 | 2 | 3 | 4 | 5 |
| The Group as a Whole | 1 | 2 | 3 | 4 | 5 |

**********

| B. | Beneficial (It helped me) | | | | Of No Value to me |
|---|---|---|---|---|---|
| Modeling of Vocational Histories | 1 | 2 | 3 | 4 | 5 |
| Value Clarification Shield | 1 | 2 | 3 | 4 | 5 |
| Career Decision Making Ranking Sheet | 1 | 2 | 3 | 4 | 5 |
| 16 PF (Personality Inventory) | 1 | 2 | 3 | 4 | 5 |
| Strong Vocational Interest Blank | 1 | 2 | 3 | 4 | 5 |
| Career Information Center Search | 1 | 2 | 3 | 4 | 5 |
| Fantasy Trip | 1 | 2 | 3 | 4 | 5 |
| The Group as a Whole | 1 | 2 | 3 | 4 | 5 |

2. What did you hope to gain from attending this group? _____

_____

_____

_____

3. Do you feel like you were able to accomplish this? Yes ___ No ___

Why? _____

_____

_____

4. What other types of things would you have like to have happen in the group? _____

_____

_____

Were there other things that you think would have helped you?

Yes ___ No ___

What? _____

_____

_____

5. Would you recommend a vocational awareness group to other students?

_____

_____

6. Is there anything else we can do for you? _____

_____

_____

_____

_____

ANNOTATED BIBLIOGRAPHY FOR GROUP FACILITATOR

Hoffman, R.W. and Plutchik, Robert Small-Group Discussion in Orientation and Teaching: New York, G.P. Putnam's & Sons, 1959. 168 pages.
Hoffman and Plutchik offer a good solid "cook-book"approach to small-group processes. This statement is not intended to minimize the value of the work. Chapter 5 is especially useful to persons involved in this program. This chapter takes a step-by-step look at the kinds of things you will be involved with during the training period.

Keltner, John W. Group Discussion Processes, New York: Longman's, Green and Company, 1957.
Despite the early copyright date (1957), this book effectively presents the basic principles and techniques of group discussion. For the beginner in group discussion, the author endeavors to go beyond the mere recital of techniques so that the bases and principles of techniques may be understood. The advanced student of discussion methods will find many hypothesis worthy of testing and experiment. For the person who wants immediate help for conducting group sessions, there are many practical suggestions.

Lifton, W.M. Working with Groups (2nd Ed.) New York: McGraw-Hill, 1970.
This book shows how groups and group action are related to important comtemporary social concerns, including the impact of new educational media on the teaching-learning process. The author presents group techniques which consider the means as determining the final goal. He also presents a philosophy of education which emphasizes the role played by the school counselor of tomorrow.

Mahler, Clarence A. Group Counseling in the Schools, Boston: Houghton Miflin Company, 1969. 234 pages.
This book gives a concise, in-depth accoung of the nature and processes of groups. Many examples are cited that provide further clarity. The book is aimed at graduate students, beginning group counselors and those practicing counselors who have not, as yet, implemented the desire to try group counseling. A working knowledge of psychological concepts would be helpful (but not entirely necessary), to the potential reader.

Ohlsen, M. Group Counseling, New York: Holt, Rinehart & Winston, 1970.
Merle Ohlsen's book is practical work written by a practicing

counselor, with vast experience for the practicing counselor. He offers practical solutions to problems of group such as: client selection methods, resisitance, transference and counter transference, etc. The book is helpful to both persons involved with on-site counseling and more in-depth study.

SUGGESTED BIBLIOGRAPHY FOR IN-SERVICE TRAINING PERSONNEL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Cartwright, D., and Zander, A. Group Dynamics Research and Theory. (Second Edition) Evanston: Row, Peterson and Company, 1960. Mifflin, 1968

Dye, H.A. Foundamental Group Procedures for School Counselors. Guidance Monograph Series, Series II, #9. Boston: Houghton Mifflin, 1968.

Gazda, G.M. (Ed.) Theories and Methods of Group Counseling in the Schools. Springfield, Ill.: Charles C. Thomas, 1969.

Gazda, G.M., Duncan, J.A., and Meadows, M.E. Group Counseling and Group Procedure---Report of a Survey. Counselor Education and Supervision, 1967, 6, 305-310.

Glanz, E.C. and Hayes, R.W. Groups in Guidance. (2nd ed.) Boston: Allyn and Bacon, 1967.

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Golembiewski, R.T. Small Group: An Analysis of Research Concepts and Operations. Chicago: University of Chicago Press, 1962.

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Hare, A.P. Handbook of Small Group Research. New York: Free Press of Glencoe, 1962.

Hare, A.P., Borgatta, E.F., and Bales, R.G. (Eds.) Small Groups: Studies in Social Interaction. New York: Knopf, 1956.

Kemp, C.G. Foundations of Group Counseling. New York: McGraw-Hill,1970.

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